EXHIBIT

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Report 11   October 28, 2008

THE UNIVERSITY OF TEXAS AT AUSTIN
OFFICE OF ADMISSIONS

IMPLEMENTATION AND RESULTS OF THE TEXAS AUTOMATIC ADMISSIONS LAW
(HB 588)
at
THE UNIVERSITY OF TEXAS AT AUSTIN

DEMOGRAPHIC ANALYSIS OF ENTERING FRESHMEN
FALL 2008

ACADEMIC PERFORMANCE OF TOP 10% AND NON-TOP 10% STUDENTS
ACADEMIC YEARS 2003-2007

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Introduction to Report 11

This is the eleventh in a series of reports on the demographic makeup of Top 10% students entering
The University of Texas at Austin. These reports were developed to provide easy access to
understandable data for the press, the general public, policy analysts, political decision-makers, and
fellow academicians.

The Texas Top 10% Law (HB 588) requires the automatic admission of any student graduating in the
top 10% of an accredited Texas high school.

Because of space limitations this report differs from previous reports in that the data are largely limited
to the past eleven years for demographics (the Entering Classes of 1998 through 2008) and the past
five years for performance (the Entering Classes of 2003 through 2007). For performance and
demographic data of the classes of 1996 through 2001 see "Volume 1" posted on the Admissions
Research Website at:

http://www.utexas.edu/student/admissions/research/index.html

*This paper is designed to present simple, descriptive statistics relative to graduates of Texas high
schools matriculating as entering freshmen from 1998-2008. This is not a position paper. It is not an
evaluation of past or present affirmative action policies. It is not a proposed blueprint for other
universities or public institutions seeking diversity. It is not representative of the higher education
experience in all of Texas. It is merely a presentation of demographic and performance information over
the past decade.*

Performance and test data in individual cells in the tables with an n-count of <5 have been withheld in
order to protect the confidentiality of the students.

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An Overview of Freshman Admissions at the University of Texas

The admissions process of any university is an exercise in both selecting qualified students with a high probability of success, and crafting an entering class that also meets the university's mission. In 1996, UT Austin carefully reviewed its admissions process. At the time, merit, when applied to an admission decision, consisted of high standardized test scores and high class rank. In 1997, the Texas State Legislature exerted its own definition of merit through the "Texas Top 10% Automatic Admissions Law."[1] Today, any student graduating in the top 10% of his/her Texas high school class is automatically admissible to any public college or university in the state—including The University of Texas at Austin. In order to enjoy the entitlement, however, applicants must meet certain conditions defined by the Texas Higher Education Coordinating Board.[2]

The UT Austin admissions routine for students *not* automatically admitted is elaborate and entails a broad concept of merit. Beginning with the entering class of 1997, for those not automatically admitted, the idea of merit was expanded from class rank and test scores exclusively to the inclusion of the following factors:

The Academic Index (AI)
High School Record:

- o   Class rank[3]
- o   Completion of UT required high school curriculum[4]
- o   Extent to which students exceed the UT required units
- o   SAT/ACT score[5]

The Personal Achievement Index (PAI)

- o   Scores on two essays
- o   Leadership
- o   Extracurricular Activities
- o   Awards/honors
- o   Work experience
- o   Service to school or community
- o   Special circumstances:
  - ▪   Socio-economic status of family
  - ▪   Single parent home
  - ▪   Language spoken at home
  - ▪   Family responsibilities
  - ▪   Socio-economic status of school attended
  - ▪   Average SAT/ACT of school attended in relation to student's own SAT/ACT
  - ▪   Race (addition approved by the UT Board of Regents in 2003)

Thus, merit includes the ambition to tackle rigorous high school coursework, the production of quality prose, and the desire to make a difference in one's school, home, or community. Evidence of employability (work), and some sense of having excelled in any number of areas are also considered. Moreover, admissions officials place these attributes in the context of the circumstances under which the student lived.

The Academic Index (AI) is determined by a multiple regression equation utilizing a high school percentile derived from an explicit class rank [1-(class rank/class size)]*100, and verbal and math test scores from the ACT Assessment or the SAT I: Reasoning Test. The equation produces a predicted freshman year grade point average.[6] After a review of the high school transcript, an applicant can be "awarded" a tenth of a point if he/she exceeded UT's required high school curriculum. Thus, AI values range from 4.10-0.00.

The Personal Achievement Index (PAI) is UT Austin's holistic approach to admissions. Admissions officers are trained each year to conduct comprehensive reviews of every application from students not automatically admitted. All applicants are required to submit two essays. Each are read and scored on a scale of 1-6. The application itself, and any attachments an applicant chooses to include, is then reviewed. A "personal achievement" score on a scale of 1-6 is then assigned to the application. From the three scores, two essays and a personal achievement score, a PAI is computed. The equation reflects a 1997 faculty decision to give slightly more weight to the personal achievement score than the essays: PAI = [(personal achievement score * 4)+(mean essay * 3)] / 7.

AIs and PAIs of applicants not automatically admitted are then plotted on an admissions decision grid. (See Figure 1 below.) The most-qualified candidates are located in the cells closest to the upper left corner. Admissions liaisons, and/or representatives of Deans' offices or faculty, then make decisions as to which cells to select as admitted students. Texas resident applicants are either admitted, "cascaded" to their second choice of major, offered Summer Freshman Admission, or offered the Coordinated Admission Program (CAP) at a UT System component school. Thus, Texas residents submitting a completed entering freshman application by published deadlines are not denied admission to UT Austin. Non-residents are either admitted or denied.

Figure 1

ADMISSION DECISION GRID

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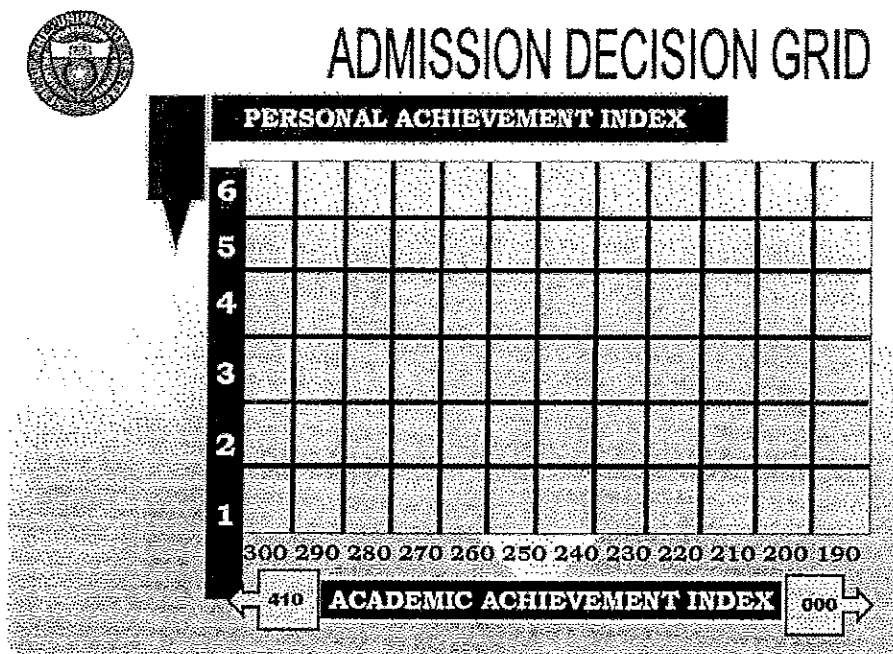
Demographic Analysis—1998-2008

Table 1 below illustrates the numbers of applicants, admits, and enrolled students from 1998 through 2008. Throughout this report, n-counts include first-time freshmen for the fall plus those entering during the preceding summer and continuing into the fall. Since the size of the entering classes ranges from 6430 to 7935 it is most appropriate to focus on percentages.

Important note: Table 1 and Table 2 are the only tables illustrating all first-time freshmen. Tables 1a, 2a, 3 and those that follow illustrate the graduates of Texas high schools only. Graduates of Texas high schools are isolated because HB 588 grants an automatic admission entitlement only to graduates of public and accredited non-public high schools in Texas. For this reason, the n-counts and other data reported here will not match official first-time freshman data reported by the Office of Information Management and Analysis in its Statistical Handbook.

Notes to researchers:

Concise descriptions of UT Austin's admissions policies by year are as follows:

> ➢ 1997—Use of the "AI" (as described above), the "PAI" (as described above), with an institutional policy admitting the top 10%, and no affirmative action policy—the result of the *Hopwood* decision.
> ➢ 1998-2004—Use of the "AI", the "PAI", with HB 588 mandated automatic admission of the top 10%, and no affirmative action policy—the result of the *Hopwood* decision.
> ➢ 2005-2008—Use of the "AI", the "PAI", with HB 588 mandated automatic admission of the top 10%, and the utilization of affirmative action (as described above)—the result of the *Grutter* decision.

Drops in SAT averages from 2005 to 2006 and 2007 were common throughout the US, especially for large institutions, and was due in part to changes made on the SAT 1: Reasoning Test. Students in the 2006 cohort were the first class to take the "New SAT," which was 40 minutes longer, included a 25-minute writing sample, and much more expensive (from $25 to $41). The College Board reports that nationwide and institution-level score declines are likely the result of dramatically reduced multiple test-taking by students. Multiple test-taking usually results in higher scores for an individual. The average ACT Composite score, a test that did not change or see any change in test-taking behaviors in its population, remained steady at 26.[7]

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[1] The text of the Uniform Admissions Law (HB 588) is posted at:
http://www.utexas.edu/student/admissions/research/HB588Law.html

[2] Those conditions are posted at: http://www.thecb.state.tx.us/rules/tac3.cfm?Chapter_ID=5&Subchapter=A#5.5

[3] Class rank is expressed as a high school percentile using the following formula: (1-(class rank/class size))*100. For students from non-ranking schools, a rank is estimated using the student's GPA and grade distributions provided by the schools.

[4] For non-top 10% students the required units are:

Language Arts
> 4 units of English, one of which may be writing, world literature, speech, or journalism. English as a second language (ESL) and correlated language arts do not count as units of English.

Foreign Language
> 2 units (3 recommended) of a single foreign language.

Mathematics
> 3 units (4 recommended) at the level of Algebra I or higher: algebra, plane geometry, trigonometry, analytic geometry, elementary analysis, probability & statistics, solid geometry, calculus with analytic geometry, or number theory. Fundamentals of mathematics, mathematics of money, and informal geometry do not count as units of mathematics.

Science
> 2 units (3 recommended) of laboratory science. Recommended courses include biology, chemistry, physical science, and physics.

Social Studies
> 3 units, which may include anthropology, area studies, ethnic studies, economics, geography, government (civics), philosophy, psychology, problems in social science, sociology, Texas history (advanced), U.S. history, or world history.

Fine Arts
> One-half unit of art, dance, music, or theatre arts is strongly recommended.

The units listed above are the minimum requirements for admission consideration at UT-Austin. The pool of prospective freshmen is so competitive that students who take additional units, especially in math and science, will strengthen their chances for both admission and later success in a rigorous college curriculum.

Admission is granted to applicants who have not completed the required units listed above if they are Texas residents who have completed the "recommended curriculum" and who are otherwise qualified for admission on the basis of graduation in the top 10% of their high school class. Recipients of bona fide scholarships designated by the University president and students whose high school does not offer the courses necessary to complete the unit requirements may apply to the Director of Admissions for an exception. Students who are admitted by exception must remove deficiencies to graduate; courses taken to remove a deficiency do not count toward the student's degree.

[5] UT accepts either the SAT 1: Reasoning Test or the ACT Assessment. Students sending more than one set of scores are given the benefit of the best performance from a single test date.

[6] The equations are as follows:

For Liberal Arts, Communications, Fine Arts, Social Work, and Education:

Predicted Freshman GPA = -0.19949 + (SAT V * 0.00142) + (SAT M * 0.00191) + (HSR * 0.01459)

Predicted Freshman GPA = 0.09689 + (ACT E * 0.02513) + (ACT M * 0.04577) + (HSR * 0.01351)

For Nursing, Natural Sciences, and Architecture:

Predicted Freshman GPA = -1.10339 + (SAT V * 0.00088166) + (SAT M * 0.00230) + (HSR * 0.02416)

Predicted Freshman GPA = -0.61242 + (ACT E * 0.00824) + (ACT M * 0.05007) + (HSR * 0.02199)

For Engineering:

Predicted Freshman GPA = -1.53545 + (SAT V * 0.00072937) + (SAT M * 0.00313) + (HSR * 0.02285)

Predicted Freshman GPA = -1.78910 + (ACT E * 0.01074) + (ACT M * 0.07335) + (HSR * 0.02708)

For Business:

Predicted Freshman GPA = -2.31253 + (SAT V * 0.00157) + (SAT M * 0.00229) + (HSR * 0.03419)

Predicted Freshman GPA = -2.14521 + (ACT E * 0.02892) + (ACT M * 0.05405) + (HSR * 0.03409)

[7] See http://www.collegeboard.com/satscores/letter.html

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Table 1
Applicants/Admits/First-Time Enrolled Freshmen
Summers and Falls Combined
1998-2008

All Freshman Applications

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	10138	60%	94	1%	660	4%	2491	15%	2338	14%	958	6%	118	1%	16797	100%
1999	11051	58%	87	0%	1030	5%	2868	14%	2831	15%	1199	6%	64	0%	18930	100%
2000	12737	59%	107	0%	1186	6%	2939	14%	3087	14%	1404	7%	79	0%	21539	100%
2001	11723	56%	127	1%	1053	5%	3123	15%	3164	15%	1673	8%	123	1%	20986	100%
2002	12603	57%	110	0%	1159	5%	3259	15%	3487	16%	1447	7%	114	1%	22179	100%
2003	13944	57%	111	0%	1351	6%	3439	14%	4101	17%	1477	6%	96	0%	24519	100%
2004	12417	54%	127	1%	1456	6%	3262	14%	4035	18%	1571	7%	140	1%	23008	100%
2005	12552	52%	124	1%	1552	6%	3483	15%	4457	19%	1700	7%	57	0%	23925	100%
2006	14301	52%	178	1%	1915	7%	4005	15%	5148	19%	1741	6%	27	0%	27315	100%
2007	13659	50%	126	0%	1952	7%	4159	15%	5335	20%	1969	7%	37	0%	27237	100%
2008	14038	48%	140	0%	2234	8%	4344	15%	6081	21%	2620	9%	44	0%	29501	100%

All Freshman Admits

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	7659	64%	59	0%	401	3%	1942	16%	1620	14%	252	2%	42	0%	11975	100%
1999	7421	62%	47	0%	517	4%	1970	16%	1705	14%	248	2%	41	0%	11949	100%
2000	8162	62%	59	0%	562	4%	2151	16%	1823	14%	471	4%	28	0%	13256	100%
2001	7787	61%	68	1%	445	3%	2198	17%	1815	14%	355	3%	65	1%	12733	100%
2002	8258	61%	61	0%	494	4%	2298	17%	1945	14%	379	3%	41	0%	13476	100%
2003	6852	60%	37	0%	448	4%	1991	17%	1795	16%	348	3%	33	0%	11504	100%
2004	6814	58%	53	0%	569	5%	2013	17%	1911	16%	390	3%	38	0%	11788	100%
2005	6745	55%	59	0%	617	5%	2076	17%	2183	18%	498	4%	29	0%	12207	100%
2006	7280	55%	68	1%	683	5%	2315	17%	2406	18%	547	4%	8	0%	13307	100%
2007	7310	53%	52	0%	747	5%	2498	18%	2632	19%	549	4%	12	0%	13800	100%
2008	6582	51%	50	0%	728	6%	2309	18%	2621	20%	536	4%	17	0%	12843	100%

All Enrolled First-time Freshmen

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	4399	65%	37	1%	199	3%	1133	17%	891	13%	83	1%	2	0%	6744	100%
1999	4447	63%	28	0%	286	4%	1221	17%	976	14%	82	1%			7040	100%
2000	4801	62%	32	0%	296	4%	1325	17%	1011	13%	217	3%	4	0%	7686	100%
2001	4447	61%	34	0%	242	3%	1413	19%	1024	14%	139	2%	38	1%	7337	100%
2002	4882	62%	35	0%	272	3%	1452	18%	1137	14%	157	2%			7935	100%
2003	3866	59%	19	0%	267	4%	1153	18%	1068	16%	156	2%	15	0%	6544	100%
2004	3901	57%	28	0%	309	5%	1218	18%	1149	17%	173	3%	18	0%	6796	100%
2005	3838	56%	33	0%	351	5%	1192	17%	1244	18%	235	3%	18	0%	6912	100%
2006	4028	54%	38	1%	387	5%	1326	18%	1386	19%	250	3%	2	0%	7417	100%
2007	3639	51%	27	0%	431	6%	1474	20%	1470	20%	236	3%	2	0%	7479	100%
2008	3513	52%	23	0%	375	6%	1249	19%	1338	20%	208	3%	9	0%	6715	100%

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Table 1a
First-Time Enrolled Freshmen from Texas High Schools
Summers and Falls Combined
1998-2008

Top 10% First-Time Enrolled Freshmen from Texas High Schools

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	1497	60%	9	0%	69	3%	519	21%	414	16%	5	0%			2513	100%
1999	1620	65%	10	0%	160	5%	609	21%	513	18%	10	0%	3	0%	2925	100%
2000	1921	57%	9	0%	156	5%	653	20%	591	18%	15	0%	1	0%	3346	100%
2001	1942	57%	10	0%	137	4%	718	21%	575	17%	25	1%	16	0%	3423	100%
2002	2203	56%	19	0%	156	4%	800	20%	703	18%	51	1%			3932	100%
2003	2378	55%	15	0%	194	5%	781	18%	858	20%	61	1%	2	0%	4289	100%
2004	2270	54%	20	0%	225	5%	776	18%	887	21%	60	1%	3	0%	4241	100%
2005	2288	52%	18	0%	252	6%	782	18%	966	22%	85	2%	1	0%	4391	100%
2006	2524	51%	23	0%	268	5%	929	19%	1049	21%	108	2%			4902	100%
2007	2359	48%	15	0%	284	6%	1005	21%	1109	23%	98	2%			4870	100%
2008	2480	48%	14	0%	305	6%	1025	20%	1164	23%	122	2%	4	0%	5114	100%

Non-Top 10% First-Time Enrolled Freshmen from Texas High Schools

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	2457	68%	24	1%	119	3%	542	15%	441	12%	14	0%			3597	100%
1999	2472	69%	14	0%	113	3%	559	16%	424	12%	7	0%	7	0%	3596	100%
2000	2529	68%	21	1%	129	3%	606	16%	401	11%	25	1%	2	0%	3713	100%
2001	2076	64%	20	1%	98	3%	607	19%	426	13%	15	0%	13	0%	3255	100%
2002	2188	66%	12	0%	99	3%	562	17%	411	12%	30	1%			3302	100%
2003	1202	67%	*	*	64	4%	299	17%	199	11%	35	2%	1	0%	1804	100%
2004	1384	64%	8	0%	77	4%	388	18%	251	12%	44	2%	5	0%	2157	100%
2005	1230	62%	10	1%	87	4%	350	18%	264	13%	44	2%	12	1%	1997	100%
2006	1163	59%	10	1%	110	6%	327	17%	314	16%	38	2%			1962	100%
2007	1112	55%	11	1%	138	7%	378	19%	343	17%	48	2%			2030	100%
2008	790	65%	8	0%	58	5%	173	14%	158	13%	18	1%	3	0%	1208	100%

All Enrolled First-time Freshmen from Texas High Schools

	White		Native American		African American		Asian American		Hispanic		International		Unknown		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1998	3954	65%	33	1%	188	3%	1061	17%	855	14%	19	0%			6110	100%
1999	4092	63%	24	0%	273	4%	1168	18%	937	14%	17	0%	10	0%	6521	100%
2000	4450	63%	30	0%	285	4%	1259	18%	992	14%	40	1%	3	0%	7059	100%
2001	4018	60%	30	0%	235	4%	1325	20%	1001	15%	40	1%	29	0%	6678	100%
2002	4391	61%	31	0%	255	4%	1362	19%	1114	15%	81	1%			7234	100%
2003	3580	59%	19	0%	258	4%	1080	18%	1057	17%	96	2%	3	0%	6093	100%
2004	3654	57%	28	0%	302	5%	1164	18%	1138	18%	104	2%	8	0%	6398	100%
2005	3518	55%	28	0%	339	5%	1132	18%	1230	19%	129	2%	12	0%	6388	100%
2006	3687	54%	33	0%	378	6%	1256	18%	1363	20%	146	2%	1	0%	6864	100%
2007	3471	50%	26	0%	422	6%	1383	20%	1452	21%	146	2%			6900	100%
2008	3270	52%	22	0%	363	6%	1198	19%	1322	21%	140	2%	7	0%	6322	100%

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Table 2

TOP 10% STUDENTS ADMITTED TO UT AUSTIN BY RACIAL/ETHNIC BACKGROUND

HB 588 Automatic Admits divided by ("/") Total Admits

Summer/Fall 2001-2008

ETHNICITY	2001		2002		2003		2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	3213/7787	41%	3527/8258	43%	3996/6852	58%	3817/6814	56%	3887/6745	58%	4297/7280	59%	4244/7310	58%	4440/6582	67%
African American	245/445	55%	278/494	56%	326/448	73%	428/569	75%	441/617	71%	463/683	68%	485/747	65%	582/728	80%
Asian American	1081/2198	49%	1211/2298	53%	1250/1991	63%	1257/2013	62%	1302/2076	63%	1572/2315	68%	1571/2498	63%	1744/2309	76%
Hispanic	1012/1815	56%	1177/1945	61%	1424/1795	79%	1451/1911	76%	1656/2183	76%	1790/2406	74%	1974/2632	75%	2218/2621	85%

Table 2a

TOP 10% STUDENTS ADMITTED TO UT AUSTIN BY RACIAL/ETHNIC BACKGROUND

HB 588 Automatic Admits divided by ("/") Admits from Texas High Schools

Summer/Fall 2001-2008

ETHNICITY	2001		2002		2003		2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
White	3213/6629	48%	3527/6969	51%	3996/6004	67%	3817/6132	62%	3887/5906	66%	4297/6268	69%	4244/6196	68%	4440/5854	76%
African American	245/424	58%	278/452	62%	326/425	77%	428/553	77%	441/592	74%	463/661	70%	485/707	69%	582/700	83%
Asian American	1081/1909	57%	1211/1965	62%	1250/1725	72%	1257/1823	69%	1302/1865	70%	1572/2060	76%	1571/2163	73%	1744/2079	84%
Hispanic	1012/1714	59%	1177/1817	65%	1424/1745	82%	1451/1860	78%	1656/2119	78%	1790/2318	77%	1974/2550	77%	2218/2553	87%

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Table 2b
UNIVERSITY OF TEXAS ENTERING FRESHMAN CLASSES
Breakout of Top 10% Status
Enrolled Students from Texas High Schools
Summer/Fall 1998-2008

	TX Grads	Top 10%		Non-Top 10%	
	N	N	%	N	%
1998	6110	2513	41%	3597	59%
1999	6521	2925	45%	3596	55%
2000	7059	3346	47%	3713	53%
2001	6678	3423	51%	3255	49%
2002	7234	3932	54%	3302	46%
2003	6093	4289	70%	1804	30%
2004	6398	4241	66%	2157	34%
2005	6388	4391	69%	1997	31%
2006	6864	4902	71%	1962	29%
2007	6900	4870	71%	2030	29%
2008	6322	5114	81%	1208	19%

Table 3
MEAN COLLEGE ADMISSION TEST SCORES OF ENROLLED TOP 10% AND NON-TOP 10% STUDENTS
Graduates of Texas High Schools
Summer/Fall 1998-2008

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date.

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Top 10%	1243	1231	1226	1225	1226	1223	1221	1226	1220	1225	1219
Non-Top 10%	1193	1193	1205	1215	1222	1257	1258	1277	1257	1246	1285
Total	1214	1210	1215	1220	1224	1233	1233	1242	1230	1231	1232

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Table 4a

SAT SCORE RANGES FOR ENROLLED FRESHMEN TOP 10% STUDENTS

Graduates of Texas High Schools

Summer/Fall 1998-2008

Note: The ranges below, and throughout this report, represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date.

SAT	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<900	27	1	68	2	82	2	81	2	98	3	128	3	135	3	129	3	171	3	131	3	139	3%
900-990	89	4	122	4	176	5	190	6	223	6	258	6	263	6	247	6	298	6	326	7%	336	7%
1000-1090	309	12	375	13	439	13	440	13	522	13	572	13	560	13	570	13	690	14	642	13%	720	14%
1100-1190	473	19	540	18	669	20	692	20	728	19	805	19	801	19	844	19	891	18	908	19%	952	19%
1200-1290	664	26	762	26	810	24	811	24	933	24	1023	24	1004	24	1026	23	1145	23	1094	22%	1242	24%
1300-1390	557	22	636	22	675	20	704	21	848	22	841	20	830	20	863	20	949	19	961	20%	988	19%
1400-1490	300	12	324	11	381	11	393	11	461	12	499	12	478	11	507	12	547	11	600	12%	542	11%
1500+	94	4	98	3	114	3	112	3	119	3	163	4	169	4	205	5	211	4	207	4%	195	4%
Total	2513	100	2925	100	3346	100	3423	100	3932	100	4289	100	4241	100	4391	100	4902	100	4870	100%	5114	100%
SAT Mean	1243		1231		1226		1225		1226		1223		1221		1226		1220		1225		1219	

Table 4b

SAT SCORE RANGES FOR ENROLLED FRESHMEN NON-TOP 10% STUDENTS

Graduates of Texas High Schools

Summer/Fall 1998-2008

Note: The sum of the SAT intervals in 2005 may not equal to the total because 14 entering freshmen were specially enrolled "Hurricane Katrina" students who had no test scores.

SAT	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<900	52	1	47	1	45	1	19	1	43	1	30	2	36	2	30	2	56	3	42	2%	16	1%
900-990	169	5	181	5	117	3	96	3	96	3	43	2	47	2	41	2	69	4	107	5%	30	2%
1000-1090	560	16	602	17	531	14	439	13	374	11	128	7	130	6	140	7	142	7	182	9%	72	6%
1100-1190	1009	28	965	27	1005	27	806	25	776	24	274	15	397	18	233	12	305	16	319	16%	138	11%
1200-1290	1009	28	1018	28	1155	31	1072	33	1074	33	577	32	639	30	564	28	504	26	529	26%	308	25%
1300-1390	591	16	544	15	611	16	572	18	655	20	491	27	608	28	599	30	578	29	544	27%	411	34%
1400-1490	178	5	202	6	193	5	206	6	239	7	209	12	247	11	302	15	244	12	239	12%	174	14%
1500+	29	1	37	1	56	2	45	1	45	1	51	3	53	2	74	4	64	3	68	3%	59	5%
Total	3597	100	3596	100	3713	100	3255	100	3302	100	1804	100	2157	100	1997	100	1962	100	2030	100%	1208	100%
SAT Mean	1193		1193		1205		1215		1222		1257		1258		1277		1257		1246		1285	

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Table 5
TASP/TSI RESULTS FOR TOP 10% AND NON-TOP 10% STUDENTS
1998-2008

	Exempt (%)		Passed (%)		Remediation (%)		Total (n-count)	
	Top 10%	Other	Top 10%	Other	Top 10%	Other	Top 10%	Other
1998	89	82	10	15	1	3	2513	3597
1999	90	85	9	14	1	1	2925	3596
2000	90	88	8	10	1	1	3346	3713
2001	91	91	8	8	1	1	3423	3255
2002	96	95	4	5	<1	1	3932	3302
2003	97	97	2	3	<1	<1	4289	1804
2004	94	96	4	3	2	1	4241	2157
2005	87	93	11	5	2	2	4391	1997
2006	90	92	9	6	1	2	4902	1962
2007	92	92	7	7	1	2	4870	2030
2008	94	95	5	4	1	1	4804	1518

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Table 6
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
Entering 2003-2007
Graduates of Texas High Schools

Note: The sum of the SAT intervals in 2005 may not equal to the total because 14 entering freshmen were specially enrolled "Hurricane Katrina" students who had no test scores.

| | Entering 2003 | | | | Entering 2004 | | | | Entering 2005 | | | | Entering 2006 | | | | Entering 2007 | | | |
| | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | |
SAT Ranges	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	128	2.50	30	2.17	135	2.32	36	2.34	129	2.33	30	2.35	171	2.27	56	2.34	131	2.12	42	2.03
900-990	258	2.71	43	2.46	263	2.59	47	2.29	247	2.60	41	2.70	298	2.57	69	2.15	326	2.43	107	2.20
1000-1090	572	2.90	128	2.79	560	2.82	130	2.70	570	2.80	140	2.53	690	2.76	142	2.49	642	2.64	182	2.43
1100-1190	805	3.09	274	2.94	801	3.09	397	2.80	844	2.98	233	2.79	891	2.95	305	2.76	908	2.89	319	2.68
1200-1290	1023	3.26	577	3.02	1004	3.27	639	3.01	1026	3.21	564	2.99	1145	3.19	504	3.03	1094	3.16	529	2.89
1300-1390	841	3.51	491	3.15	830	3.45	608	3.17	863	3.44	599	3.13	949	3.43	578	3.07	961	3.38	544	3.04
1400-1490	499	3.66	209	3.30	478	3.65	247	3.19	507	3.64	302	3.27	547	3.64	244	3.32	600	3.54	239	3.05
1500+	163	3.81	51	3.61	169	3.78	53	3.31	205	3.82	74	3.49	211	3.79	64	3.41	207	3.68	68	3.16
Total/Mean	4289	3.24	1804	3.05	4241	3.21	2157	3.00	4391	3.18	1997	3.02	4902	3.14	1962	2.96	4870	3.08	2030	2.83
SAT Mean	1223		1257		1221		1258		1226		1277		1220		1257		1225		1246	

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Table 6a
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
Entering 2003-2007
Graduates of Texas High Schools
White Students

SAT Ranges	Entering 2003				Entering 2004				Entering 2005				Entering 2006				Entering 2007			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	12	2.98	*	*	5	2.06	8	2.33	11	2.40	5	2.31	8	2.59	6	2.63	8	2.59	*	*
900-990	54	2.90	14	2.40	55	2.72	17	2.20	48	2.56	10	2.36	57	2.73	18	2.46	44	2.58	27	2.65
1000-1090	221	2.95	74	2.75	205	2.85	66	2.60	185	2.82	64	2.73	245	2.79	61	2.57	189	2.83	69	2.57
1100-1190	448	3.10	183	2.99	444	3.11	262	2.78	425	3.00	131	2.89	433	2.96	156	2.80	419	3.02	162	2.74
1200-1290	651	3.25	421	3.00	615	3.29	433	3.04	621	3.23	362	3.02	724	3.23	331	3.08	623	3.19	317	2.94
1300-1390	574	3.50	333	3.14	542	3.46	421	3.16	571	3.47	405	3.13	622	3.42	392	3.09	593	3.41	374	3.07
1400-1490	326	3.66	144	3.28	305	3.62	147	3.21	321	3.63	199	3.29	321	3.64	163	3.30	370	3.53	124	3.13
1500+	92	3.76	28	3.55	99	3.76	30	3.29	106	3.80	50	3.47	114	3.82	36	3.42	113	3.69	36	3.29
Total/Mean	2378	3.32	1202	3.06	2270	3.31	1384	3.02	2288	3.28	1230	3.08	2524	3.25	1163	3.05	2359	3.25	1112	2.95
SAT Mean	1262		1267		1262		1267		1268		1295		1264		1286		1275		1275	

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Table 6b
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
Entering 2003-2007
Graduates of Texas High Schools
African American Students

	Entering 2003				Entering 2004				Entering 2005				Entering 2006				Entering 2007			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
SAT Ranges	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	31	2.19	12	2.34	46	1.97	13	2.34	45	2.18	12	2.32	34	2.14	25	2.28	26	2.14	21	2.15
900-990	30	2.62	11	2.25	40	2.51	8	1.96	35	2.31	8	2.13	52	2.38	6	2.18	62	2.38	29	2.10
1000-1090	61	2.74	10	2.35	54	2.81	11	2.42	66	2.65	11	1.95	81	2.64	13	2.50	73	2.61	24	2.50
1100-1190	30	2.93	14	2.50	34	2.95	13	2.94	50	2.80	23	2.52	45	3.06	35	2.7	61	2.67	30	2.59
1200-1290	31	3.33	12	3.07	33	3.11	19	2.62	42	3.09	16	2.70	34	3.06	22	2.81	44	3.11	22	2.79
1300-1390	9	3.37	*	*	14	3.33	10	3.12	11	3.21	14	2.98	16	3.14	8	2.73	12	3.44	6	2.23
1400-1490	*	*	*	*	*	*	*	*	*	*	*	*	5	2.87	*	*	*	*	5	2.83
1500+	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Total/Mean	194	2.79	64	2.55	225	2.69	77	2.58	252	2.66	87	2.50	268	2.69	110	2.58	284	2.65	138	2.42
SAT Mean	1063		1065		1046		1116		1059		1118		1067		1086		1078		1073	

Table 6c
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
Entering 2003-2007
Graduates of Texas High Schools
Asian American Students

	Entering 2003				Entering 2004				Entering 2005				Entering 2006				Entering 2007			
	Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%		Top 10%		Non-Top 10%	
SAT Ranges	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	9	2.01	*	*	12	2.48	*	*	11	2.30	*	*	11	2.48	*	*	12	2.10	*	*
900-990	27	2.78	5	2.99	30	2.42	*	*	24	2.55	*	*	33	2.7	*	*	29	2.38	8	2.41
1000-1090	68	2.90	14	3.02	58	2.93	11	3.11	65	2.79	23	2.18	81	2.85	19	2.07	103	2.76	16	2.53
1100-1190	109	3.20	38	2.99	116	3.19	52	2.90	124	3.11	30	2.82	148	3.04	30	2.92	154	2.92	43	2.67
1200-1290	187	3.33	66	3.09	179	3.36	106	3.03	170	3.28	74	3.01	175	3.22	75	2.94	214	3.18	100	2.90
1300-1390	192	3.61	100	3.20	179	3.49	118	3.20	157	3.39	122	3.23	216	3.56	111	3.14	228	3.38	97	3.06
1400-1490	128	3.72	54	3.37	138	3.70	79	3.20	141	3.69	75	3.29	179	3.67	63	3.4	185	3.58	85	3.01
1500+	61	3.87	19	3.53	64	3.80	16	3.56	90	3.83	23	3.52	86	3.76	23	3.36	80	3.67	29	3.19
Total/Mean	781	3.41	299	3.17	776	3.38	388	3.11	782	3.33	350	3.11	929	3.35	327	3.05	1005	3.22	378	2.94
SAT Mean	1278		1300		1280		1304		1288		1322		1284		1310		1277		1310	

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Table 6d
FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE
Entering 2003-2007
Graduates of Texas High Schools
Hispanic Students

| | Entering 2003 | | | | Entering 2004 | | | | Entering 2005 | | | | Entering 2006 | | | | Entering 2007 | | | |
| | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | | Top 10% | | Non-Top 10% | |
SAT Ranges	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	71	2.61	11	2.06	67	2.54	9	2.32	56	2.42	13	2.39	98	2.27	21	2.35	76	2.05	16	1.80
900-990	145	2.67	12	2.50	131	2.60	17	2.44	135	2.69	15	3.16	146	2.50	39	1.97	180	2.40	39	1.96
1000-1090	211	2.89	28	2.86	229	2.73	38	2.80	239	2.83	40	2.53	265	2.72	44	2.53	261	2.46	70	2.25
1100-1190	205	3.01	35	2.83	192	3.02	61	2.73	225	2.90	41	2.57	242	2.84	74	2.6	259	2.73	70	2.55
1200-1290	134	3.21	65	3.02	159	3.14	61	2.73	177	3.11	90	2.86	184	3.02	66	3.02	182	3.05	81	2.71
1300-1390	56	3.31	41	2.97	81	3.37	48	3.15	102	3.42	44	2.93	83	3.27	5	3.93	106	3.27	47	2.80
1400-1490	33	3.47	5	3.22	26	3.59	13	3.12	27	3.45	20	3.25	26	3.65	13	3.15	35	3.46	19	2.85
1500+	*	*	*	*	*	*	*	*	5	3.84	*	*	5	3.55	*	*	10	3.72	*	*
Total/Mean	858	2.96	199	2.87	887	2.92	251	2.81	966	2.94	264	2.80	1049	2.8	314	2.67	1109	2.70	343	2.47
SAT Mean	1100		1189		1110		1189		1122		1193		1105		1154		1115		1155	

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Table 7

SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND ETHNICITY

Entering 2007

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores and concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in the total but are not listed.

Top 10%

College/School	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	21	1387	3.38	*	*	*	*	*	*	9	1318	3.14	31	1371	3.33
Business	346	1322	3.43	38	1079	2.69	200	1358	3.54	143	1133	2.85	739	1280	3.31
Communication	275	1218	3.33	22	1065	2.66	32	1200	3.32	107	1114	2.96	441	1182	3.21
Education	59	1158	3.16	16	1088	2.84	8	1149	2.82	41	973	2.25	126	1086	2.80
Engineering	454	1331	3.16	26	1210	2.76	221	1326	3.22	163	1218	2.75	889	1305	3.09
Fine Arts	48	1288	3.49	3	1183	3.26	*	*	*	19	1155	3.31	77	1246	3.41
Geosciences	9	1242	2.92	*	*	*	5	1200	3.08				15	1213	2.94
Liberal Arts	588	1254	3.25	72	1054	2.62	127	1198	2.99	267	1065	2.63	1077	1183	3.02
Natural Science	513	1260	3.15	97	1072	2.60	396	1247	3.13	324	1116	2.62	1369	1207	2.98
Nursing	36	1258	3.27	7	925	2.38	10	1180	3.43	27	1029	2.60	82	1140	2.99
Social Work	10	1152	2.72	*	*	*	*	*	*	9	998	2.69	24	1051	2.66
Total	2359	1275	3.25	284	1078	2.65	1005	1277	3.22	1109	1115	2.70	4870	1225	3.08

Non-Top 10%

College/School	White			African American			Asian American			Hispanic			All Students		
	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA	N	SAT	GPA
Architecture	10	1364	3.18	*	*	*	7	1416	2.62	*	*	*	22	1343	2.95
Business	5	1306	3.08				8	1486	2.95	*	*	*	15	1387	2.90
Communication	27	1298	3.12	*	*	*	8	1275	2.88	5	1168	2.10	45	1261	2.94
Education	92	1210	3.18	10	990	2.78	15	1211	2.98	18	1030	2.46	140	1165	3.01
Engineering	153	1328	2.74	12	1261	2.26	85	1371	2.94	36	1268	2.45	302	1326	2.75
Fine Arts	84	1247	3.02	8	1055	2.72	12	1204	2.88	17	1148	2.57	123	1218	2.89
Geosciences	28	1290	2.88	*	*	*	*	*	*	5	1200	2.13	41	1265	2.84
Liberal Arts	466	1268	3.01	59	1029	2.28	92	1317	3.08	149	1157	2.55	780	1234	2.87
Natural Science	227	1283	2.83	38	1093	2.45	141	1274	2.86	106	1137	2.37	530	1237	2.73
Nursing							*	*	*				*	*	*
Social Work	20	1251	3.17	*	*	*	*	*	*	5	1054	2.88	30	1219	3.03
Total	1112	1275	2.95	138	1073	2.42	378	1310	2.94	343	1155	2.47	2030	1246	2.83

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Table 8

FRESHMAN YEAR PERFORMANCE BY SAT SCORE RANGE AND GENDER
Entering 2003-2007

Top 10%

SAT Ranges	Entering 2003 Male		Female		Entering 2004 Male		Female		Entering 2005 Male		Female		Entering 2006 Male		Female		Entering 2007 Male		Female	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	26	2.25	26	2.30	25	2.39	22	2.41	21	2.44	24	2.54	44	2.09	127	2.33	38	1.84	93	2.23
900-990	54	2.36	115	2.38	74	2.44	107	2.53	47	2.65	70	2.59	88	2.45	210	2.61	105	2.39	221	2.44
1000-1090	215	2.51	345	2.66	233	2.40	369	2.70	208	2.61	323	2.73	242	2.66	448	2.81	218	2.52	424	2.71
1100-1190	460	2.55	549	2.77	482	2.51	483	2.75	465	2.64	540	2.86	333	2.87	558	3.00	366	2.75	542	2.99
1200-1290	561	2.60	448	2.97	568	2.68	450	3.03	655	2.75	500	3.03	469	3.07	676	3.26	441	3.04	653	3.25
1300-1390	409	2.76	182	3.07	377	2.89	167	3.16	409	2.97	202	3.24	444	3.32	505	3.53	468	3.31	493	3.45
1400-1490	132	3.09	46	3.33	143	2.98	59	3.44	132	3.21	61	3.41	291	3.60	256	3.69	332	3.48	268	3.62
1500+	21	2.98	8	3.77	30	3.38	7	3.76	46	3.05	10	3.47	126	3.77	85	3.84	134	3.65	73	3.74
Total/ Mean GPA	1878	2.64	1719	2.82	1932	2.67	1664	2.87	1983	2.79	1730	2.94	2037	3.12	2865	3.15	2103	3.05	2767	3.10
Mean Test Score	1222		1162		1217		1166		1229		1178		1251		1198		1257		1201	

Non Top 10%

SAT Ranges	Entering 2003 Male		Female		Entering 2004 Male		Female		Entering 2005 Male		Female		Entering 2006 Male		Female		Entering 2007 Male		Female	
	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA	N	GPA
<900	14	2.17	16	2.17	20	2.43	16	2.22	19	2.41	11	2.24	29	2.28	27	2.40	25	2.05	17	2.01
900-990	24	2.26	19	2.72	22	2.08	25	2.48	14	2.68	27	2.70	32	1.90	37	2.38	42	2.14	65	2.24
1000-1090	51	2.57	77	2.94	39	2.47	91	2.80	60	2.51	80	2.55	55	2.40	87	2.55	66	2.35	116	2.48
1100-1190	105	2.81	169	3.02	168	2.61	229	2.95	101	2.76	132	2.81	149	2.63	156	2.88	149	2.53	170	2.81
1200-1290	275	2.83	302	3.19	280	2.86	359	3.12	290	2.87	274	3.12	247	2.83	257	3.17	260	2.74	269	3.04
1300-1390	295	3.00	196	3.36	363	3.06	245	3.32	392	3.04	207	3.31	330	2.99	248	3.19	316	2.94	228	3.17
1400-1490	154	3.23	55	3.49	168	3.11	79	3.37	209	3.22	93	3.39	178	3.25	66	3.50	167	2.97	72	3.25
1500+	41	3.48	10	3.61	45	3.24	8	3.73	56	3.40	18	3.78	53	3.42	11	3.34	51	3.11	17	3.30
Total/ Mean GPA	959	2.94	845	3.17	1105	2.91	1052	3.10	1148	2.98	849	3.09	1073	2.90	889	3.04	1076	2.76	954	2.91
Mean Test Score	1283		1229		1283		1233		1299		1247		1279		1229		1271		1219	

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Table 9
SAT MEAN AND FRESHMAN GPA BY UNDERGRADUATE COLLEGES AND GENDER
Entering 2007

Note: N-counts below represent students with a college admissions test score. SAT means represent SAT combined scores a
concorded ACT scores. As is the case with the UT admissions routine, students submitting more than one set of scores were
given the benefit of the best performance from a single test date. Students with no hours toward a GPA were excluded from the
computation of the GPA mean. On very rare occasions students are admitted as freshmen to Pharmacy. Those are included in
the total but are not listed.

College/School	Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	12	1372	3.18	19	1371	3.43
Business	308	1311	3.27	431	1258	3.33
Communication	130	1202	3.11	311	1173	3.25
Education	26	1084	2.89	100	1086	2.78
Engineering	652	1304	3.07	237	1306	3.15
Fine Arts	22	1230	3.43	55	1253	3.41
Geosciences	9	1151	2.76	6	1305	3.27
Liberal Arts	390	1191	2.90	687	1179	3.08
Natural Science	546	1241	3.00	823	1185	2.97
Nursing	6	1046	2.79	76	1146	3.00
Social Work	*	*	*	22	1040	2.61
Total	2103	1257	3.05	2767	1201	3.10
College/School	Non-Top 10%					
	Male			Female		
	N	SAT	GPA	N	SAT	GPA
Architecture	13	1335	2.90	9	1354	3.03
Business	11	1397	2.74	*	*	*
Communication	18	1263	2.62	27	1259	3.16
Education	25	1094	2.78	115	1181	3.05
Engineering	261	1328	2.72	41	1310	2.96
Fine Arts	52	1222	2.65	71	1215	3.07
Geosciences	26	1283	2.94	15	1233	2.66
Liberal Arts	383	1246	2.81	397	1223	2.94
Natural Science	275	1267	2.72	255	1204	2.73
Nursing	*	*	*	*	*	*
Social Work	11	1259	3.11	19	1195	2.99
Total	1076	1271	2.76	954	1219	2.91

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THE UNIVERSITY OF TEXAS AT AUSTIN
OFFICE OF ADMISSIONS

Inter-rater Reliability of Holistic Measures Used in the Freshman Admissions Process of
The University of Texas at Austin
Summer/Fall 2005

Abstract

For applicants not automatically admitted via the Texas Top 10% Law, the freshman admissions process at The University of Texas at Austin considers two computed numerical values: The Academic Index (AI) and the Personal Achievement Index (PAI). The PAI is the result of an holistic review by readers of an applicant's resume and two required essays. This report is an investigation into the inter-rater reliability of PAI scores assigned by those readers.

The UT Austin Admissions Process

The admissions process of any university is an exercise in both selecting qualified students with a high probability of success, and crafting an entering class that also meets the university's mission. In 1996, as a result of the *Hopwood* case, UT Austin looked carefully at its admissions process. At the time, merit, when applied to an admission decision, consisted of high standardized test scores and high class rank. In 1997, the Texas State Legislature exerted its own definition of merit through the "Texas Top 10% Automatic Admissions Law." Today, any student graduating in the top 10% of his/her Texas high school class is automatically admissible to any public college or university in the state—including The University of Texas at Austin. From 1997 through 2002, automatically admitted students accounted for approximately one-half of all admits and entering freshmen at UT Austin. In 2003, the percentage jumped to nearly two-thirds of the entire class and approximately 70% of the entering class from Texas high schools.

The UT Austin admissions routine for students not automatically admitted is elaborate and entails a broad concept of merit. Beginning with the entering class of 1997, for those not automatically admitted, the idea of merit was expanded from class rank and test scores exclusively to the inclusion of the following factors:

The Academic Index (AI)
High School Record:

- Class rank
- Completion of UT required high school curriculum
- Extent to which students exceed the UT required units
- SAT/ACT score

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The Personal Achievement Index (PAI)

- o   Scores on two essays
- o   Leadership
- o   Extracurricular Activities
- o   Awards/honors
- o   Work experience
- o   Service to school or community
- o   Special circumstances:
  - ▪   Socio-economic status of family
  - ▪   Single parent home
  - ▪   Language spoken at home
  - ▪   Family responsibilities
  - ▪   Socio-economic status of school attended
  - ▪   Average SAT/ACT of school attended in relation to student's own SAT/ACT
  - ▪   Race/Ethnicity (beginning with fall 2005)

Thus, merit includes the ambition to tackle rigorous high school coursework, the production of quality prose, and the desire to make a difference in one's school, home, or community. Evidence of employability (work), and some sense of having excelled in any number of areas are also considered. Moreover, admissions officials place these attributes in the context of the circumstances under which the student lived.

The Academic Index (AI) is determined by a multiple regression equation utilizing a high school percentile derived from an explicit class rank [1-(class rank/class size)]*100, and verbal and math test scores from the ACT Assessment or the SAT I: Reasoning Test. The equation produces a predicted freshman year grade point average. After a review of the high school transcript, an applicant can be "awarded" a tenth of a point if he/she exceeded UT's required high school curriculum. Thus, AI values range from 0.00-4.10.

The Personal Achievement Index (PAI) is UT Austin's holistic approach to admissions. Admissions officers are trained each year to conduct comprehensive reviews of every application from students not automatically admitted. All applicants are required to submit two essays. Each are read and scored on a scale of 1-6. The application itself, and any attachments an applicant chooses to include, is then reviewed. A "personal achievement" score on a scale of 1-6 is then assigned to the application. From the three scores, two essays and a personal achievement score, a PAI is computed. The equation reflects a 1997 faculty decision to give slightly more weight to the personal achievement score than the essays: PAI = [(personal achievement score * 4)+(mean essay * 3)] / 7.

AIs and PAIs of applicants not automatically admitted are then plotted on an admissions decision grid. (See Figure 1 below.) The most-qualified candidates are located in the cells closest to the upper left corner. Admissions liaisons, and/or representatives of Deans' offices or faculty, then make decisions as to which cells to select as admitted students. Applicants who are Texas residents are either admitted, "cascaded" to their second choice of major, offered Summer Freshman Admission, or offered the Coordinated Admission Program (CAP) at a UT System component school. Thus, Texas residents submitting a completed entering freshman application by published deadlines are not denied admission to UT Austin. All non-residents compete with one another in accordance with the routine described above and are either admitted or denied.

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Figure 1

ADMISSION DECISION GRID

PERSONAL ACHIEVEMENT INDEX

ACADEMIC ACHIEVEMENT INDEX
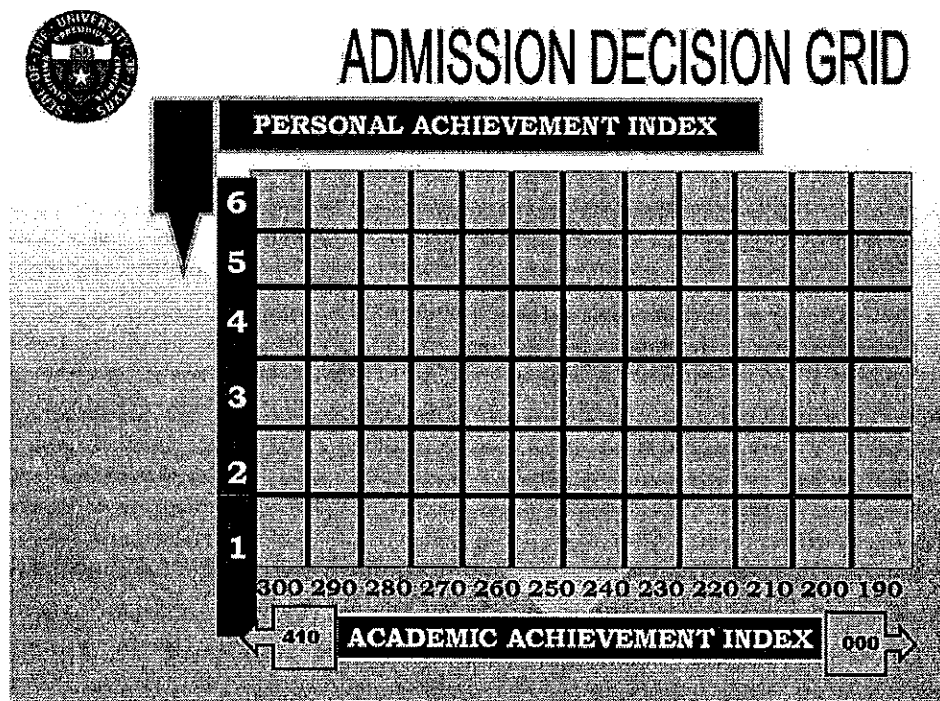
There are few exceptions to the routine described above. In some colleges there are more top 10% student applicants than available spaces. In those cases automatic admissions is limited to 80% of the admitted class. Thus, in some cases, top 10% students, while guaranteed a place at UT Austin, will nonetheless compete for a slot in their first-choice major. These students compete as described above.

Holistic Review and the Personal Achievement Index

Figure 2 below represents the score scale of the elements of the Personal Achievement Index.

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Figure 2
Score Scale for the Personal Achievement Index
Since 1997

Personal Achievement Score	Essay Score
Score of 6 A score in this category means that the applicant demonstrates superior achievement in terms of leadership, service, or special honors. This achievement can be demonstrated in any field: academics, athletics, the arts, or extracurricular activities. Or it can be demonstrated through extraordinary circumstances: working to help support a family, developing a life skill, or facing a personal crisis. The applicant's achievement shows an unusually high level of maturity, commitment, and perseverance.	**Score of 6** An essay in this category demonstrates clear and consistent competence though it may have occasional errors. Such an essay: • effectively and insightfully addresses the writing task • is well organized and fully developed, using clearly appropriate examples to support ideas • displays consistent facility in the use of language, demonstrating variety in sentence structure and range of vocabulary
Score of 5 A score in this category means that the applicant demonstrates commendable achievement in terms of leadership, service, or special honors. This achievement can be demonstrated in any field or through unusual circumstances. The applicant's achievement shows a high level of maturity and commitment.	**Score of 5** An essay in this category demonstrates reasonably consistent competence though it will have occasional errors or lapses in quality. Such an essay: • effectively addresses the writing task • is generally well organized and adequately developed, using appropriate examples to support ideas • displays facility in the use of language, demonstrating some syntactic variety and range of vocabulary
Score of 4 A score in this category means that the applicant demonstrates creditable achievement in terms of leadership, service, or special honors. This achievement can be demonstrated in any field or through unique circumstances. The applicant's achievement shows a good level of maturity and commitment, though the achievement itself might not be extraordinary.	**Score of 4** An essay in this category demonstrates adequate competence with occasional errors and lapses in quality. Such an essay: • addresses the writing task • is organized and somewhat developed, using examples to support ideas • presents minimal sentence variety
Score of 3 A score in this category means that the applicant demonstrates slightly below average achievement in terms of leadership, service, or special honors. This achievement can be demonstrated in any field or through personal circumstances. The applicant's achievement shows some level of maturity but an inconsistent level of commitment. There may also be only slight evidence of meeting a challenge or pursuing an opportunity.	**Score of 3** An essay in this category demonstrates developing competence. Such an essay may contain one or more of the following weaknesses: • inadequate organization or development • inappropriate or insufficient details to support ideas • an accumulation of awkward expressions
Score of 2 A score in this category means that the applicant demonstrates below average achievement in terms of leadership, service, or special honors. The applicant's achievement shows some level of maturity, but the level of commitment is either short-term, superficial, or merely active participation. There may also be little evidence of meeting a challenge or pursuing opportunity.	**Score of 2** An essay in this category demonstrates some incompetence. Such an essay is flawed by one or more of the following weaknesses: • poor organization • thin development • little or inappropriate details to support ideas • frequent awkward expressions
Score of 1 A score in this category means that the applicant demonstrates well below average achievement in terms of leadership, service, or special honors. The applicant's achievement shows little maturity or commitment, and there may be no evidence of interest beyond classroom requirements. There may also be no evidence of meeting a challenge or pursuing opportunity.	**Score of 1** An essay in this category demonstrates incompetence. Such an essay is seriously flawed by one or more of the following weaknesses: • very poor organization • very thin development • expressions so awkward that meaning is somewhat obscured

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Methodology

Each year all readers of admissions files are required to attend approximately two days of intense training. This is conducted by a university faculty member who is also nationally recognized as an expert in holistic reading and scoring. The training serves the purpose of calibrating scores to assure fairness and consistency. For this study the trainer was asked to select two examples of each personal achievement score, and three more examples selected at random. (For purposes of this report, the trainer's scores were considered true scores.) The resulting packet of fifteen (15) applications was then sent to all (n=44) of the readers of freshman applications. (The primary author of this report is a reader, but was excluded.) The scores were entered into a dataset for analysis.

Results

Inter-rater reliability is traditionally measured in three ways:

1. <u>Exact Score Consistency</u> is the frequency, expressed in percentage, of an exact score being assigned by different readers.
2. <u>One-Point Score Consistency</u> is the frequency in which readers were within one point of each other.
3. <u>Pearson Correlations</u> between the true score, in this case the trainer's score, and the raters' scores.

Table 1 below illustrates the first two inter-rater reliability measures described above. The resulting degrees of consistencies are similar to goals set by ACT, Inc. and the College Board for inter-rater reliability of the writing samples of their standardized tests.

Table 1
Consistency Measures Between Raters
2005 Study

	Exact Score Consistency	**+/- One-Point Score Consistency**
Personal Achievement Score	47%	88%
Essay Scores	51%	91%
Overall	49%	90%

Table 2 below examines the correlations between the raters and the trainer. The relationships are strong and consistent (r=.80--.82).

Table 2
Pearson Correlations Between Readers and Trainer
2005 Study

	Pearson Correlation
Personal Achievement Score	.82
Essay Scores	.80
Overall	.81

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The results of this study represent considerable improvement from a similar study conducted by UT Student Affairs Research in 1997. Exact Score Consistency of essay readers at that time ranged from 35-42% and for the PAI it was 34%. The One-Point Score Consistency for the essays was 88-89% and 83% for the PAI.

The evidence is that inter-rater reliability for holistic measures in UT's admissions process is typical of industry standards, acceptably high, and has improved over time.